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ORAL HISTORY

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Stan Zimball
Interviewer

Address:

SLC

Date:

7/31/91

Interviewee

Address:

John W. Schnabel

Date:

Date of Accession:

SIUE ORAL HISTORY PROJECT

Summers 1990-92

John Schnabel Interview, July 31, 1991

Interviewed by Stanley B. Kimball

Filename: SACHNABEL.731

Q: John Schnabel, professor, former registrar, and man of many talents for many years at SIUE, thanks for dropping by this morning of July 31 to share with us and posterity your memories and reflections.

Why did you come to SIU in the first place?

A: I was invited to come for an interview by Harold See, an Indiana University classmate, and I was then at Park College, Parkville, Mo., as the director of admissions. Our SIU president Delyte Morris was a Park College person. So those two factors brought me to SIU.

Q: And See told you he was in charge of building a new university.

A: No, he said he had some opportunities and he would like to discuss them with me. He didn't say what they were. I had already looked at Carbondale back in 1949 when Morris was down there. Instead of going there I went to Oklahoma.

Q: This really goes way back.

A: Oh yes.

Q: When were you and See at Indiana?

A: 1950. I finished my doctorate in '55. Just before coming here.

Q: He came here also. He came here in 55.

Q: And this arrangement with Morris goes back to where? How far does that go back?

A: Well, I don't know when he was at Park College, but he had ties to Park.

Q: Now when you were at Park College in '57 what were you doing there?

A: I was Director of Admissions from '55 through '57. I was there 3 years.

Q: So you went from Indiana to Park.

A: From Indiana to Park by way of Miami University.

Q: Then you came here, Harold See brought you here

A: Right.

Q: INSERTT A*****

Q: And then they offered you a job?

A: And then they offered me a job and I came on campus August the 1st 1957.

Q: Now when you say on campus where did you come , what was there to come to in '57?

A: The Shurtleff College campus in Alton. There was a dormitory that served as temporary housing for new faculty.

Q: INSERT B*****

Q: That's where I came two years later in '59. That's where I was hired. Now tell us from the beginning your various titles and responsibilities?

A: You mean at SIU?

Q: In general.

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A: In general. I came as Associate Registrar, Director of Admissions and Director of Student Affairs and in addition I was supposed to have been a Professor in the School of Education and Fine Arts. Then that summer of '57 we were running what you might call extension classes up on the campus of Shurtleff and we didn't have

anything at East St. Louis, although we knew that there was going to be something there. The office of Dr. See was in the old Broadview Hotel in East St. Louis.

A: They were working on a project of getting the old senior high school to use for classes. So after I came on board the thing grew to the point that we were going to have a registration and hold classes in the old East St. Louis Senior High School. We were expecting to have six to eight hundred student total.

We ended up with over two thousand in September of 1957. That immediately posed some other problems for me as well as for the students. We had about twelve hundred students on the Alton campus and about eight hundred people in East St. Louis, I have to say eight hundred people because they were probably half of those who came just to find out what it was like to go to college. And they really weren't intending on staying. They came and investigated whatever was there.

I had to process all the information in Carbondale and I spent at least forty hours a week traveling back and forth to Carbondale until 1961. We took all the information on student registration down to Carbondale for processing. Carl Ring was the head of the East St. Louis Center in 1957. Carl was an ex-army man and he ran the operation like an ex-army man would. Not much ideas of what you do in a university however.

But registration of students was a rather interesting proposition at that time. I had brought on staff, Dorey Wilton to help. David Van Horn was helping me in the Alton Center shortly after we got underway. I had a couple of civil service people to

help and after that we had were various student workers to get started. What we had as far as a schedule of classes was whatever the director of each center--Eric Baber in Alton and Carl Ring in East St. Louis decided .

INSERT C*****

Consequently we were running newschedules while we were registering students. We didn't know whether we had a classroom for it or whether we had a teacher for it at that time, but they kept us hopping as for as changing the schedule on us and reshifting things around.

We had less of that at Alton because Baber was a little more versed in how the operation should go on a university campus; whereas, Carl Ring was a good man, but an army man and he operated under army rules. Hey I'm going to do this and so you go ahead and do it and I said that's not within our realm. Didn't make any difference we were going to do it that way. But anyway that's the way we got started with about eight hundred students. By the end of September I was no longer anything, but the Registrar and Director of Admissions because I couldn't handle Student Affairs, teaching and everything else at that time. So that's how we got started.

Q: That's fascinating. Very few people could do that. We have a history of the university, we have a very good history that David Butler did, but he only went back to '65; it was a tenth year anniversary and this this real early stuff is not in his book. It wasn't designed that way, so that's one of the reasons you and I are sitting here now to corral these early stories while we still can.

Now John here is a blunt question for you. Why did you stay here so long, you came here in '57, you retired in '80, your still here. Why did you stay at SIUE so long?

A: I only came for five years, that was my plan. But every time I turned around there was a new and different challenge. In the first place, we were building a new campus. That was a challenge. Like staying up all night, 24 hours trying to develop a curriculum chart for this campus in 1963, which is when were going to open actually and we thought we were going to open in '61.

Q: When you say this you mean Edwardsville?

A: Edwardsville, right. What I had to do was determine how many classrooms we needed. How many students would be in those classrooms for the size of the classroom? And then develop the total schedule to show that we could accommodate all of those students in between.

Now , if I may go back a little bit; in 1957 during my travels between Carbondale and Alton and East St. Louis generated a couple of things. Number one it gave me an opportunity to meet some people who later on I brought to this campus to teach, I want to say his name, over in the Science Building - physics.

Q: Arnold.

A: No, in physics.

Q: Zurhiede

A: So I got to meet Zurhiade through his wife, who was in the Data Processing center. I found out that he would make a move and he seemed like a good man so I recommended him to come up and he's still here. I brought David Van Horn from Park College. I brought Larry McAneny from Park College and then I brought a number of other people some who had doctor degrees and who went out of the registrars office to other parts in the university.

Q: You'd be called a head hunter wouldn't you?

A: I was the head hunter I guess, that's right. I was probably the only registrar in the state who had as many as five staff members with doctorate degrees in the office brought here particularly on the basis that they would have opportunity to move out and take care of their specialties in other areas. That was part of what I thought important at the time.

The registrar, admissions area was very important simply because we were trying to build a curriculum. In those first two years, 1957-1960, actually three years, when we had the Committee of One Hundred. We spent a lot of time between here and Carbondale with the committee designing a lot of things that never showed up when Obatta got through redesigning these buildings. That was neither here nor there, but we at least put the ideas out with that committee.

And then of course in 1959 we had some other changes that took place because, frankly, Harold See moved too damn fast. So Mr. Morris didn't like that. There were too many things going on up here that I think were not to his liking. First place I was getting a lot of requests from builders wanting to know what the population was

going to be on the Edwardsville campus, we didn't know then in 1957 or '59. We knew in '59 that we were going to be in Edwardsville. I moved my office or my office was moved to this campus in 1959, the first office to come on the site we were in those two little houses out by the road in the front. We had admissions in one building and registrars office in the other and we conducted a registration out there for this campus here in 1963 or '64.

Q: Our first classes here at Edwardsville were September of 1965.

A: We thought we were going to have them in '63, but we couldn't get the buildings up in time. 1965 I had my first major heart attack as a result of getting on to this campus. Because of the stress and strain. You may remember we walked over timbers coming into this building. The construction was still going on when we were moving in.

Q: I remember it very well. Harold See. I was interviewed by him and I caught his spirit and he was going to make waves and we were going to become something. Would you care to comment or elaborate on the comment that he moved to fast and Morris didn't like that.

A: Well Harold had a lot of rapport with the business people in this area and his work behind the scenes in developing the rapport necessary to get the support to actually bring a full fledged campus into this area. The initial thrust and this was given to me as we first came in and I can see what it was. The initial thrust was to

eliminate the university of Illinois extension classes and so we moved in with the extension office practically up here with Harold and then he went from there and generated a lot of good feelings among the business people and the economics of this area that he was was going to be able to bring a portion of the university if not a university here.

And so the title of Southwestern Illinois came up as a university title. You may look back in the records and see that this was originally indicated as Southwestern Illinois University. That in part did not make some people happy. When I said I was being approached by builders they wanted to know whether we were going to have students of enough population that they could build dormitories and what not out here on highway 157. Unfortunately the city of Edwardsville couldn't quite bring themselves to see running facilities out on 157, number one. Number two, Dr. Morris did not foresee any dormitories on this campus simply for one big reason. Students who came down to Carbondale from Chicago would then probably not go to Carbondale. They would come here if there was housing here because it was close to St. Louis. So I think that Harold See in his energetic manner was moving towards trying to get the campus here the best way he knew how and with the help of the citizenry of Edwardsville and I think he overstepped his welcome with Dr. Morris who as you know then in 1959-1960 replaced See with Clarence Stevens. And then shortly after that Macvicar as a whipping boy.

Q: What do you consider were your most significant contributions to building this place?

A: I didn't stay on any one job too long.

Q: Well, that's the contribution I guess.

A: No, I stayed five years longer in the Registrar's Office than I had intended because I was in the Registrar's Office until 1967 and after I had that major heart attack in '65 I guess I really wasn't up to snuff for a couple of years and I needed to get out. When McVicker came, he was given the job of eliminating a lot of old hands around the campus. In our conversations he felt that I was still under a lot of stress and suggested that maybe I return to full time teaching.

Well that was all right. I didn't mind at that particular time going back into full time teaching. That didn't last very long because when I got into the Teacher Education part of this university it was pretty blah. I mean same old stuff all the time. So if you recall, I developed the program of a Teaching Learning Center and took the teachers to Roxana where we made a deal with Roxana schools to put a special program in for a three year period to develop student teachers. I think we probably had the best student teachers come out of that program of any that we've had. The difficult thing about that program was trying to get the faculty on this campus to leave the campus and go out to the school to see what was going on. So we got involved with the TLC - Tender Loving Care Teaching Learning Center out in Roxana. So that was...

Q: I love that - TLC.

A: That was probably one of the major contributions I felt that we did as far as our student teaching program was concerned. When I left that and turned it over to Les Wehling I think was involved in the third year. Things kind of fell apart I'm sorry to say. As I say, the hardest thing was to get faculty to come out to the center. University faculty going to a public school??? Oh heavens help us. So that didn't last, but if you read the literature you'll see where this kind of a program has prospered in other places and is one of the most effective ways of getting students involved in teaching.

The Roxana schools pulled out on it at the end of the third year and during that period of time that we were there the elementary people attempted to do the same thing, I think down in East St. Louis area - somewhere down there. I don't remember where it was now. But they got also involved in a lesser extent than we had.

Q: All right. Other contributions that you'd like to report.

A: Oh I think I made a contribution in teaching all the way through.

Q: All right.

A: I taught research classes and other classes of similar nature and then in 1976 when we added the building 2 and 3, I discovered by some mistake that the Psychology Department had asked for a laboratory in which they were going to put calculators - you know these little hand things that they had. Well that was exasperating because at that point in time we were beginning to get some thrust

for microcomputers. So in talking with, at that time it was Dean Wiley , I wrote out a program for him and suggested that we do not use hand calculators and bring in Apple Computers, microcomputers. So then I organized and set up the micro lab and I was the coordinator of the micro lab then. That's what I was doing when I left in 1980.

Q: Well that was foresighted in those days.

A: INSERT D*****

Q: Yes and now...

A: Look around the campus and see what you find.

Q: Now we've all got one sitting on our desks.

A: Where's yours?

Q: Mine is right here. Your greatest satisfactions of having pioneered and come early and stayed?

A: They were all great satisfactions.

Q: Well break them down for us,- in your teaching, in your administration, in your creating...

A: Well along the way I picked up another degree too - in art.

Q: Oh.

A: Which I am now doing.

Q: Where did you get that?

A: SIU in 1975.

We've really had some excellent art people; some of them who haven't stayed, but we've had some excellent people and I was fortunate to get with a few of them.

Q: So all of your experiences were satisfactory. Well which were a little more satisfactory than others?

A: I think that the most satisfactory experience that I had from the standpoint of helping students was the Teaching Learning Center. I think secondly probably the development of the total registration program and whatnot since we came on.

Q: Well you created that. You set that up. That's what you were brought here for wasn't it?

A: That's right.

Q: Well that must have been very satisfying to set it up and see it work.

A: The only trouble of it is, I couldn't get enough of it done. You see one of the things that I really wanted to do; I wanted to get all of the student records on the computer mainframe. I knew what it could do and a lot of the things that I talked about with the so called computer specialists that we had, and most of those were in Carbondale, most of the ideas ended up on the Carbondale campus and not on our campus here. So I don't think even today that they're still running a student transcript for every student every quarter so he could check his records instead of running a grade report.

Q: I don't know.

A: No. They're not doing it yet. They have the capabilities, but somewhere along the line it just doesn't work that way.

Q: Any other satisfactions you would care to share with me?

A: I can tell you one thing I didn't care about sharing and that was when I came on this campus in '59 and got shot at.

Q: All right we'll put that into frustrations.

A: Not really. I wasn't in the office at the time, but when I came to the office early in the morning I found that somebody had taken a rifle, shot through the window - plate glass window, hit the edge of my typewriter, bounced off and over into the bookcase with a lot of books and stuff. I usually came out on campus about five

o'clock in the morning. So they had to do it either late that night or really early in the morning. Of course we got shot at with a helicopter flying over too. You remember hearing about that.

Q: Yes. I have that story. Now let's get this, your shooting story. This happened, you obviously weren't in the office. Do you think it was to scare you or was it an accident?

A: It was another scare tactic. That's what it was.

Q: People who didn't want to lose their land.

A: I couldn't blame them for that. I couldn't blame them for not wanting to lose their land but I sure could have blamed them for shooting at people.

Q: No.

A: There was no one in the office. There could have been, but there wasn't as far as I know.

Q: You don't think it was a stray bullet than?

A: It couldn't have been, not the way it came in. No they actually shot to let us know they didn't want us. That's all.

Q: Well that would be a frustration to say the least on this companion question to satisfactions is the frustration one. Any more besides bullets?

A: Well I was always frustrated by the lack of being able to get the data processing to do the things that needed to be done and that's why you're frustrated when you go to Carbondale and you drive a hundred miles with boxes full of cards and things to process when you knew you could do it.

Q: Yes. Dory Wilton has told me about that. Other people have told me. That must have been very disagreeable to have to go clear down there to do something that could have been easily done here.

A: It was a 40 hour week down there as well as a 40 hour week up here. So we put in a lot of time.

Q: Well you must have been dedicated...

A: I was stupid to put up with that kind of a situation you call dedication. I just didn't know any better. I just wanted to do the job so I did it. Today I'd know better. I think.

Q: Well...

Q: Some of your best memories over the years, John.

A: My best memories?

Q: Share those with us.

A: I'll give you a funny memory.

Q: All right. I'll take it.

A: After we opened this campus in Edwardsville, the new campus, we had the Science Building auditorium where we had classes,- large group classes. On about the sixth week of the quarter, a student came in and was referred to me because he wanted to make a change in his program. Now this was in the sixth week or almost half the quarter through. So he came in and he sat down and talked to me a little bit and I said well why do you want to make a change. He said well I don't think I'm in the right class. I said why. What's wrong. He started to tell me. Come to find out he was registered in an english class, but he sat in on Math Lab class for six weeks without knowing what he was getting into.

Oh I mean that was probably the choice item of anything that we had during the whole period out here. He was a poor freshman kid and he sat in this math lab for six weeks and thought he was in an english class. Now top that one if you can.

Q: I'm not going to even try, but I am going to see if I can get a couple more out of you.

A: Okay.

Q: How about some other dumb dumb like that?

A: Oh I don't know. There were so many things that came and went just as a matter of doing the job I think. We tried to satisfy all the public involved. That included the students, the faculty, and the administration. Now those are three very different bodies of people that the registrar admissions office attempted to work with in the first ten years at least that I was in that office.

Q: Would you compare that to a three ring circus?

A: No. It would be more like a six ring circus because some of them didn't know which ring they were in and so they were moving back and forth between the various areas. No really it was an exciting experience the first five years was a very exciting period of time as we prepared to come on to this campus in Edwardsville.

I had a very difficult time trying to convince myself that it was a good thing to bring all the student records to Edwardsville when all the students were in East St. Louis and Alton which made a burden on those students. To find out anything about their records, they had to come out here. Although we maintained an office in each of those two centers their records were up here in Edwardsville. So unless we were able to do something by phone, if the student needed a paper copy of something, he'd either have to come out here or he'd have to wait while we did the copying and send it in to one of the centers. It was very difficult to operate for that reason. But the reason that it moved out here was to give an image that this was where the

campus was going to be and of course you remember we had the first commencement out in front on the entrance in 1964 which was a big deal at that time.

Q: Bad memories?

A: I don't really have any bad memories. The only bad memory I had was the fact that I came at a very low salary and everybody that came in after me came in at a salary higher than I was getting after having been here and I guess I was the lowest paid full professor on this campus for a long time,- probably when I retired. That would be my saddest memory.

Q: Well that qualifies as first class worst memory.

A: Um-hmm.

Q: That's probably because, obviously because you came very early and then they had, and the early people that came here built something so they had to pay more to attract others to come in.

A: Actually that shouldn't have been the case.

Q: No. No. It shouldn't have been but in those days you could play a game.

A: Oh they played games.

Q: You could play musical chairs and the way to get money was to threaten to leave someplace if you could leave and either have your university match it or actually leave and let them buy you.

A: My problem with that was the fact that I took care of all my employees first.

Q: Oh.

A: So my budget was filled with salary increases for my staff and I didn't get the support up the line for myself. I realize that now. If I had it to do all over again, I'd say the hell with the staff and I will now ask for my own raise.

Q: Did you have anything to do with relating the University as a whole to the community?

A: Well, we related the university at large when we were running, what would I call it? When we started to get 26 hundred acres.

Q: The bond issue and all of that.

mA: Yes, the bond issue and all of this that is involved and we went to court and justified why we needed 26 hundred acres for this campus. Of course, the real reason for that was very apparent to those of us who were going back and forth to Carbondale a lot. You

see the town surrounded the little bity teachers college that once was there and see how expensive it was to buy property out in a town in order for it to expand.

The idea of trying to get a large parcel had to be justified to the townspeople. I couldn't say that I could justify in my own mind having to take people's property, I have a hard time with that, but at the same time from the stand point of the university's needs which were seemingly apparent all though I could never get Delyte Morris to understand that this campus will never, and I mean never have more than 10 or 15 thousand maybe and I doubt that because that population is not here for a commuter campus. I said to him just before I left. He always talked in terms of 20 to 25 thousand students on this campus and they are not here and we went to court and I had to say, Dr. Morris says we're going to have 20 thousand students. I never did say that I said we were going to have, I phrased it very carefully because in my own mind there was no reason for us to believe that population for a commuter campus was in this area.

But I think this campus will eventually have housing instead of having it scattered all over creation. I think one of these days I don't know what it's going to take one of these days this university ought to be a university on it's own and not be part of a second leg of a proposition. In other words the dog is still wagging the tail up here instead of the dog being up here wagging the tail down there. See I saw that campus grow from '49. I saw what was happening up here. When Morris went to Carbondale in '49 that's when that campus started to move.

Q: Well, a lot of us old timers feel that we have held back and

A: Absolutely held back.

Q: We feel the Higher Board has held us back.

A: Absolutely. It killed John Rendleman.

Q: What about Rendleman?

A: I think part of that is what killed John Rendleman. I mean he was a Carbondale man and he was up here because he was Morris' happy boy and I think he was caught with divided desires of trying to keep his sanity and his health and his good friendship with Morris and still see what was going on here. I really think he had a short life because of all those strains. That's my opinion, nobody else probably.

Q: Well, that's all right.

A: See, Morris only put people up here in prominent positions that he knew he could control

Q: Or get rid of.

A: Or get rid of when the time came.

Q: As with See.

A: Oh yes.

Q: Were you ever involved with working with the educational deprived for example?

A: INSERT E*****

Q: Were you ever involved in any out of the ordinary work with students on or off campus?

A: No. Nothing in any special education type of program.

Q: What would John Schnabel like to add to the record that would probably never make it in an official history either because it isn't known or because it's not what you would want to put on the front page.

A: Well, let's go back a step, when I came in as a registrar I also inherited all of Shurtleff college records to take care of. And we took care of those until we came on this campus. I don't know what has happened to them. Supposably, they were brought out here and put in one of the houses and I don't know what happened to them after that.

Somebody was asking me about those not very long ago and I thought they were to be put on microfilm and or microfiche or something and kept in security. There is a lot of information in the materials that I had during the period that the discussion took place between Dr. Morris and the president of the college in making

arrangements for this university to take over Shurtleff college. I think if you found those you could go back and you could add some more information that I don't recall off hand.

Q: I've never even heard of these records.

A: I'm sorry.

Q: That doesn't mean anything, but your the first person to mention the very existence.

A: Well, we had books that go way back in the 1800s that I took care of for people who wrote in about Shurtleff students, their grandparents who went to Shurtleff back in 18 what ever it was and we would go back to those books which were written in records and then as we updated the things that came along. There were files, files and files of information in between the university and Shurtleff College that was in the material. Now somewhere they ought to be here on this campus or at least they were I don't know if someone has taken them off or not.

Q: . What contributions do you feel that this campus has made to the area?

A: When I was the Director of Admissions at Park College I came to Alton as one of the schools I would visit to try to get students to go to Park College at that time.

I was recruiting students. Recruiting students in this area. At that time in 1955 people who were going to college were primarily maybe two percent of the graduation class.

Q: Of the graduating high school class.

A: Of the graduating high school class in 1957.

Q: Two percent.

A: About two percent. You have to remember you're in an industrial area here and papa says when you get to be sixteen he's going to throw you out and you are going to go to work and you go down to Olin or down to the glass works or whatever and get a job. And so what we inherited here also are some of those people who as adults have come back to go to college because they find it's necessary, but when they graduated from high school, no.

Q: All right.

A: So I would say that one of the real contributions and this is one of the things that See was involved in with the community was if the university was here we could get more of those people to attend higher education and get a better education on the homefront. That was one of the selling points of bringing the university here. Extension classes weren't doing it because this wasn't doing what the kids coming out of high school needed.

Q: So...

A: Today I think you'll find that perhaps maybe forty or fifty percent of those high school students are going to college or maybe more than that are thinking about it.

Q: Not necessarily here.

A: Not necessarily here. No not all here.

Q: That's most interesting that you were a pre-SIU recruiter actually in the area.

A: Well, I came across that bridge and I started to turn around and go back. I took one look at the town of Alton and said there's nobody here for me. Dirtiest looking town I ever saw. I don't know how I ever stayed here that long. I still don't know.

Q: It isn't very pretty and East Broadway is the ugliest street in the world.

A: I came down Broadway and I darned near turned around and went back.

Q: Now did you do any recruiting in St. Clair county? Granite, Madison..

A: Yes, but the same thing.

Q: Same thing.

A: Same thing.

Q: I'm particularly fascinated by this personal experience that you had as a recruiter and how few went or were able to or expected or hoped to go. Where as now did I hear you say perhaps forty percent?

A: Oh I think we're probably getting forty percent either directly from high school or maybe a year or two later who are coming are going to college.

Q: Well, from two percent to forty percent what is that 2 thousand percent increase.

A: That's a big increase.

Q: Well that's very riveting statistic you've passed on. And I don't know who else could pass it on, John. And those are the gems, those are the things that I feel so good about when all of a sudden something comes out like that. That is specific based on experience and knowledge makes me think that something is happening here with all these stories I'm recording. O.K. we've talked for well close to an hour on a variety of subjects would you care to additionally comment, on any of the things we've all ready talked about?

A: Yes, I'd like to comment that I keep getting letters from somebody saying they want more information from the retired faculty and I think one of the nicest things that the president of this institution could do would be to give us a permanent parking permit without reservation. Because although we only come here maybe once every two or three years we have to stop around and find a damn parking place or pay on the meters over here. That's one of the benefits if they want us to come back.

Q: Well, I thought there was. I thought there was a gold parking sticker. There's red, which is nothing. Blue which cost five dollars. Green cost ten.

A: And every year you have to replace the sticker.

Q: Well, isn't there a gold one?

A: I don't know I haven't had a sticker for several years.

Q: Well, I thought gold was for retired people.

A: It may be. I say..

Q: You may be missing a fringe benefit. It may be out there John I don't know. All right let me ask this question then. What haven't we discussed that you might like to comment on?

A: I think it would be a great thing if we would get together and have the old timers have a reunion session. Those people who were here in 1957, 58, or 59. There are a few of us left, but a lot of us are gone.

Q: That is a great idea. Possibly the way to go about it would be for the provost to invite all these people I'm interviewing.

A: Well, I walk on campus nobody knows me. Today I walk around here and somebody says can I help you and I feel like saying, buddy if it weren't for me you wouldn't have a job.

The university has really forgotten the first five years. It really has because we've got all new people. They don't remember that there were anybody here. This is now a old institution, it's thirty five years old.

Q: Well John, I'm of the good ole boys on campus there's Fred Zurheide,. Liman Holden, myself, David Luan perhaps,

A: Yes, David came around in '61.

Q: There's well he came somewhat earlier, Dave Huntley, likes to consider himself an old pioneer.

A: Oh I think he came late.

Q: Well, '63 something like that.

A: Yeah, he came late.

Q: But I'm getting to be one of the oddities around here. I like your suggestion and I'm going to bring it up with Dave Werner. I think it will fly and what better corp group should we say then the group that has been sharing all this stuff. Well, John

A: The thing is that we were a divided campus. I mean we were really a divided campus we had the East St. Louis, we had the Alton group. There was really no companionship between the two has you recall.

Q: Little.

THIS MS WAS ACCIDENTLY NOT EDITED BEYOND THIS POINT.

A: Very little. Even though some of the instructors served both places our total feeling was I'm an East St. Louis guy or I'm a Alton guy. But we had forty staff members and I'll bet we had probably the finest staff collection in that first few years that we ever had. Because I think most every person was brought in on a basis that he could be a department head or he could be a dean of the school or what ever it might happen to be. And I've always felt that that almost the entire group was choice except of course me. But everybody else was choice.

Q: Well John, thanks for being willing to come out and share this and pretty soon it will be typed up and you can work on it and do what you would like.

A: Might even add a comment if I think of something.

Q: I hope so. I will send you a cover letter with suggestions that you can do what you like with.

A: Well, we didn't win them all because I still remember the one person who was really bugged when she came into the office and when we had evaluated her transcript which was from a none accredited institution, a bible college somewhere down the road and I had to tell here you can take classes here and then we will look at your transcript and decide if we will give your credit for some of these. Oh no she went on and off and a few years later she said see I have my doctorate now and I didn't get it at your institution. And she was a preachers wife.

Q: But what kind was it a degree mill doctorate.

A: No, no. She got it over at I think Washington University or St. Louis University.

Q: I see that's what you meant by you can't win them all. Well, I guess you can't. The all purpose excuse is you lose some, you win some.

A: We were really tied to an institutions rules that didn't have anything very much in common with what we were doing here. the procedures, the rules of the game and Carbondale just didn't fit what was happening here what was happening those first four or five years. Even though Carbondale had been going through that for well '49 to '57. Eight years. In that period of time they had all ready become so solitified in what they were doing that there was very little give or take on the rules which they had inherited from the old teachers college. They were really fighting a lot to do things. As a matter of fact we did some things that.

Q: So your saying we didn't have the best model to follow as we were feeling our way through.

A: That's right. We didn't have. I mean they were all ready ridged in what they were doing with very little bend and that's why we were having a hard time meeting with their faculty if you recall and trying to come up with a new course. You tried to come up with a new course when you first came oh it was like pulling teeth.

Q: Form 93. I think it was.

A: And so I get an old army man who says were going to teach history 962 this quarter because the students want it. It might have been black history or it might have been something else in East St. Louis and I would say it's not on the books and we can't get it on the books until you run through this procedure at Carbondale. Well,

he would offer it anyway. Then we had oh you know of course we paid student to go to school at East St. Louis when we first opened up. You knew that.

Q: With grants and aid? Tell us about it.

A: I'm trying to think of his name.

Q: Turner?

A: No. Turner oh he was a rascal. He really had a hard time. Oh sociology man come on.

Q: Rudwick?

A: No. He went back to Washington I think when he left here.

Q: Oh Frankel

A: Frankel he had a project going there. And we paid a lot of student to come and sit in class down there.

Q: To generate numbers.

A: To try and get them into school I guess. What ever his proposition was. We did everything according to the book and not according to the book to gender and educational opportunities for these people and that was one of his projects down there.

Q: Well, that's an interesting addition. I have not heard the before.

A: I'm surprised you didn't know that. Well, of course you didn't come until '60.

Q: '59.

A: '59

Q: This paying was, did it go one beyond '59.

A: I don't recall. Seems to me that he had a three year project. They idea was to try to get these people in and get them to finish if they could. But of course, well I remember Morris came into the East St. Louis Center early in the game and he walked in and he saw all these black students in the lounge and here and there down the halls. He said oh you really have a lot of students down here don't you. And I had to say well Mr. Morris these are just people who came in to get warm. We had a lot of that. Besides the backseat stuff that went on down there.

Q: Besides the?

A: The backseat education that was taking place out in the parking lots. I'll tell you I think that was I think that was the rarest experience of anything anybody can really have, is the East St. Louis experience when it first opened.

Q: In the old Rock High.

A: No that was Rock Jr. High. It was in the old senior high school.

Q: Yes.

A: Did you teach down there? You never had that experience.

Q: I never dodged it. I never said no. I had nothing against it but John I never taught one hour. I don't know why. It just happened. I didn't. I would go to a faculty meeting once in awhile but that was my only connection down there.

A: You really had to be in the classroom or have close contact with those students to understand there make-up and what there are all about. It was a totally different experience. Alton was bad enough in most cases because these were once again were students coming from families who did not have a university background. First in the family to go to school.

Q: Yes, we talked a great deal about first generation students. That was our clientele for a long time.

A: Right.

Q: Well,

A: Have we finished our tape yet?

Q: I just want to give you every chance to record if you have recorded it why then I'll thank you and

A: There are so many things that I'll remember when I leave I'm sure but I don't want to try remember.

Q: Just add them John.

A: O.K.

Q: Just add them. I just turned the tape over. You said something about Harold See I would like to get. Would you please repeat that.

A: I just said that I think that Harold See has not had proper credit or recognition for the work that he did during those first prior to the university years that we were involved with.

Q: I'm sure of it. It's a sad story and he has never been back.

A: That's right.

Q: He doesn't know what's here.

A: No, he doesn't have the slightest idea. Only thing is what he's heard or something someone has given him mostly maybe Myron. Was Myron able to give you a lot of information about back in those days.

Q: Well, let me share this with you. After an hour or so on the phone, I said he should come back, he must come back, I understand he has relatives in St. Louis. Harold See. I said next time you visit your relatives please let me know and I will set up a luncheon with some of the old timers and we'll get together and he said all right I will. Well. I'll be calling you as soon as I hear from him.

A: Well, I said the same thing to him when I talked to him.

Q: Well good. Maybe it will happen.

A: We've had some things here and you see nobody has ever said when they had the anniversary or anything else they didn't say let's invite Harold See to come. He's been (word unclear). I think that's terrible.

Q: He's not in this. I'm not in that either.

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